DOCUMENT RESUME

ED 299 715 EC 210 794

AUTHOR Gipps, Caroline; And Others
TITLE Warnock's Eighteen Per Cent Children with Special Needs in Primary Schools.
SPONS AGENCY London Univ. (England). Inst. of Education.
REPORT NO ISBN-1-85000-140-5
PUB DATE 87
NOTE 143p.; The study was funded by the Economic and Social Research Council. For related document, see EC 210 795.
AVAILABLE FROM Falmer Press, Taylor and Francis, Inc., 242 Cherry St., Philadelphia, PA 19106-1906 ($15.00).
PUB TYPE Books (010) -- Reports - Research/Technical (143)

EDRS PRICE Document Not Available from EDRS.
DESCRIPTORS Educational Finance; Educational Legislation; *Educational Practices; Elementary Education; Foreign Countries; *Handicap Identification; *Learning Disabilities; Participative Decision Making; Remedial Instruction; Resource Room Programs; School Districts; School Policy; *Screening Tests; *Special Education; Teacher Administrator Relationship
IDENTIFIERS *England; *Wales; Warnock Report

ABSTRACT

This research project analyzed British screening and special educational provisions for the estimated 18 percent of the primary school population who have mild learning difficulties in the basic skills. The study sought to examine policy and practice at every level from the local education authority (LEA) to the child. Data sources included questionnaires from 90 LEA's in England and Wales; interviews with LEA staff in 10 local authorities; and case studies of six LEAs, which involved staff interviews and visits to five schools in each LEA. The issues of interest were: the usefulness of screening programs, the impact of changes in support services on teachers and children, the impact of cuts in educational expenditure and legislation on central and school-based provision, and withdrawal teaching versus other models of support. The study concluded that there is no one best approach for supporting children with special needs in primary school. There are a number of options which LEAs can take to improve support, and the choice depends on the LEA size, resources available, and previous arrangements. Teachers can make any system work well or badly. Cooperative partnerships between teachers and LEAs result in the best support for children. (JDD)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****